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ABSTRACT

This report is the sixth in a series of annual reports identifying the number of students who drop out of Nevada schools during the course one school year, in this case, the 1993-94 school year. Data were derived from school records, and information from every public school with grades 7 through 12 included. Some 5,950 individuals dropped out of public high schools in Nevada, resulting in an overall dropout rate of 9.6%. Compared to the previous year, the number of dropouts rose by 24% and the dropout rate increased by 1.4%. Seven hundred seventy-three students (4.5%) dropped out in the ninth grade; 1,099 (6.8%) dropped out in the tenth grade; 1,694 (11.2%) dropped out in the eleventh grade; and 2,384 (17.6%) dropped out in the twelfth grade. Slightly more males than females dropped out of school. Asian/Pacific Islanders had the lowest dropout rate (7.9%), and Hispanics had the highest rate at 15.7%. Rates for other ethnic groups were: (1) Whites, 8.1%; (2) Blacks, 12%; and (3) American Indians and Alaskan Natives, 13.8%. Overall dropout rates for individual districts varied from a low of 0.7% to 11.9%. An appendix presents tables of dropout rates by ethnicity and gender. (Contains three tables, two appendix tables, five figures, and nine references.) (SLD)

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NEVADA PUBLIC SCHOOL DROPOUTS

SCHOOL YEAR 1993-94

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NEVADA PUBLIC SCHOOL DROPOUTS

SCHOOL YEAR 1993-94

David Lawson Smith

April, 1995

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Executive Summary

The present report is the sixth in a series of annual reports identifying the number of students who drop out of Nevada schools during the course of one school year, in this case, the 1993-94 school year. The data were derived from school records, and information from every public school in Nevada containing any grade from 7-12 is included in the study.

Among the major findings *for grades 9-12* during the 1993-94 school year are:

- 5950 individuals dropped out of public high schools in Nevada, resulting in an overall dropout rate of 9.6 percent. Compared to the previous year, the number of dropouts rose by 24 percent and the dropout rate increased by 1.4 percent.

- 773 individuals dropped out in the ninth grade (4.5 percent), 1099 dropped out in the tenth grade (6.8 percent), 1694 dropped out in the eleventh grade (11.2 percent), and 2384 dropped out in the twelfth grade (17.6 percent). Both the numbers and the dropout rates are higher than those recorded for these grades in the previous year's study.

- Slightly more males (3127) than females (2823) dropped out of school in the school year studied (dropout rates of 9.8 percent for males and 9.3 percent for females).

- Asian/Pacific Islanders had the lowest dropout rate at 7.9 percent, and Hispanics had the highest dropout rate at 15.7 percent. Dropout rates were: 8.1 percent for Whites, 12 percent for Blacks, and 13.8 percent for American Indians/Alaskan Natives. Dropout rates among each ethnic groups rose from rates in the previous year.

- 697 dropouts (11.7 percent of total dropouts) were receiving special education services at the time of withdrawal from school.

- 49.5 percent of dropouts were withdrawn by themselves or by their parents/guardians; 25.2 percent did not return to school from summer vacation; 12.5 percent were withdrawn by request of schools; 11.5 percent were absent for 10 consecutive days with whereabouts unknown; and 1.4 percent were incarcerated.

- Overall dropout rates for individual school districts in Nevada varied from a low of 0.7 percent to 11.9 percent. Four districts showed a lower dropout rate than in the 1992-93 school year (Douglas, Lyon, Mineral, and White Pine), and the dropout rate in Eureka County School District remained the same as the previous year.

- The educational progress of 1208 students was interrupted during the school year, i.e., they withdrew during the school year but returned to the same grade in the following fall.

The dropout rates recorded for grades seven and eight were 2.4 percent, ranging from 2.0 percent among Whites to 4.5 percent for Hispanics. There were little differences between dropout rates for males and females (both 2.4 percent). ***However***, the patterns in student withdrawals among the seventh and eighth graders suggest that a significant number of these students could actually be enrolled in a school in another locale, but at this level, no requests for transcripts were made by the receiving schools. For this reason, the findings for seventh and eighth grade dropouts should be considered with great caution.

After three years of steady decline, the increases over the last two years in Nevada students dropping out of school is disturbing. The size of the increase for this year is especially problematic. The discussion notes recent increases in student at-risk behaviors in Nevada and across the nation and discusses the need for dropout retrieval programs and for programs to increase school readiness among targeted groups of pre-kindergartners, as well as the need for programs to provide continued academic and personal support for students in Nevada schools.

NEVADA PUBLIC SCHOOL DROPOUTS: SCHOOL YEAR 1993-94

The escalating personal and societal problems associated with high school dropouts have been well documented in the research literature, as well as in previous versions of the present report. The problem is especially acute in Nevada, given what appears to be a relatively high annual dropout rate in our schools and an especially high rate of in-migration of young people (ages 16-19) who have dropped out of high school *before* migrating to Nevada (Smith, 1993a).

The present study is the sixth in a series of annual reports identifying the number of students who drop out of Nevada schools during the course of one school year. The dropout rates reported here are *event* rates and differ from the "status" dropout rates reported in the U.S. decennial census. Whereas the census status rates reflect the percentage of all young adults who live in a state and are dropouts regardless of where they withdrew from school, the present event rates use administrative school records to identify the number of young adults who have dropped out of Nevada's schools in a one year period.

Background

One of the first actions taken to recommendations of a 1986 statewide Task Force on At-Risk Youth was the development of a dropout counting procedure (Carpenter, 1988). The procedure developed in Nevada used national guidelines for collection of dropout statistics and was designed to provide an accurate and reliable high school dropout counts. A number of refinements have been made to the dropout data collection (Smith, 1993b) and statistical formulas (Smith, 1992; Smith, 1993a), but the procedure essentially has remained similar.

Further, Nevada researchers have worked closely with the National Center for Educational Statistics (NCES) of the U.S. Department of Education in their development of dropout accounting methods. The methods adopted by NCES and used here are very similar to those procedures used in past Nevada reports. Hopefully, NCES will publish comparative data for all states soon.

Last year, Nevada began collecting dropout data for grades seven and eight to report to the national dropout collection effort. *Direct interpretation of dropout data from grades seven and eight must be made with caution, however.* When students in junior high/middle school grades transfer from one school to another, the receiving school is much less likely to request a transcript from the sending school than when transfers take place at high school grades where completion of specific courses usually are needed to meet graduation requirements.

Another change that deserves some mention involves the *calculation of dropout rates in the report for school year 1991-92*. In every year but 1991-92, Nevada has used a formula that divides the total number of dropouts by the fall count day enrollment adjusted for students who failed to return to school from summer (Non-Returns). This adjustment is necessary since these students are counted in the dropout count but were not present to be counted in the enrollment count. In 1991-92, Nevada used a different formula proposed by NCES. Since then, the author has participated in a national task force on dropout statistics which concluded that there were a number of shortcomings in providing accurate estimates of dropout rates using NCES's formula. In particular, the NCES formula is likely to underestimate dropout rates.

For this reason, anyone comparing Nevada's dropout rates over time should not use the rates published in the 1991-92 school year report (Smith, 1993a). Instead, use the revised 1991-92 dropout rates that accompany the next year's rates in the 1992-93 school year report (Smith, 1994).

Method

The method of data collection employed in the present study of Nevada's high school dropouts is similar to the methods used in the previous studies. Student withdrawals from school were categorized according to the coding system in NAC 387.215 and 387.220 (see *Table 1*). Of the codes listed in *Table 1* for student withdrawals, only codes 4, 5.a.-j., 6, 7, and Non-Returns are considered to be dropouts. Also collected was the number of students identified in dropout categories who were receiving special education services based on having an Individual Education Plan (IEP) at the time of withdrawal from school.

The counting period began with enrollment on the first day of school in fall, 1993. A withdrawal code was recorded for any student who withdrew from school from this day through the last day of school in spring, 1994 (or through summer school, 1994, for those schools having such a program). Those students who completed the spring semester of 1993 (the prior school year) but did not enroll in school the following fall, 1993 (beginning of count year) were counted as Non-Returns. Non-Returning students were counted as having dropped out of the grade in which they would have been enrolled in the fall since they had completed the previous grade during the prior school year. For example, students who completed the ninth grade during the prior year but did not return for the tenth grade during the dropout count year were counted as tenth grade dropouts.

Although the count of withdrawals officially ended at the beginning of fall, 1994, the data collection period was kept open until December 1, 1994 to allow for the return of, or the receipt of transcript requests for, students who had

Table 1
Withdrawal Codes as Defined in NAC 387.215 and 387.220

1. Transfer of Pupil: Another School in County
2. Transfer of Pupil: Another School in State
3. Transfer of Pupil: Another School in Another State (or Country)
*4. Withdrawal of Pupil at Request of School
*5. Withdrawal of Pupil by Pupil, Parent, or Guardian due to:
   a. Failing Grades in 2 or More Classes
   b. Pregnancy
   c. Marriage
   d. Employment
   e. Physical, Mental, Attitude: Certificate from Physician (NRS 392.050)
   f. Authorized by Juvenile Division of District Court (NRS 392.090)
   g. Self-Support or Support of Parent (NRS 392.100)
   h. Apprenticeship in accordance with NRS 392.110
   i. Other Reason not specified in a.-h. and in j.
   j. No Receipt of Request for Transcript
*6. Absence of 10 Consecutive Days: Whereabouts Unknown
*7. Incarceration
8. Withdrawal Pursuant to NRS 392.060, 392.070, or 392.080
9. Death of Student
10. a. Any Other Reason for Withdrawal
    b. Interrupted Progress: Students Who Withdraw During School Year but Who Are Enrolled by Count Day of the Following Year

* Non-Return (Refer to NAC 387.220)
Withdrawal of Student Who Was Enrolled in Grades 8-12, Inclusive, in the School District at End of Previous School Year But Did Not Complete Instructional Program, Transfer, Withdraw, or Re-enroll And Did Not Return to School By December 1 of the Current School Year.

**Note*: Codes 4, 5, 6, 7, and Non-Returns Define Dropouts.

withdrawn during the withdrawal period. On December 1, 1994, a count of all withdrawals by sex, ethnic status, and grade was made at each school that had any of the grades 6-12. Of sixth grade students, only those who did not return for seventh grade (Non-Returns) were counted, and they were counted in the seventh grade dropout statistics. The school-level data were aggregated into a district-wide summary, and both data sets were submitted to the Nevada Department of Education by December 15, 1994.

The **overall (Grades 9-12) dropout rate** *for the state, each district, and each ethnic group* was computed as a percentage of enrollment as follows:

$$\frac{\textit{Total Dropouts, Grades 9-12}}{\textit{Fall Enrollment, Grades 9-12 + Total Non-Returns, Grades 9-12}}$$

Total Dropouts in the numerator includes all Non-Returns. The **dropout rates for each grade, 7-12,** were computed as follows:

$$\frac{\textit{Total Dropouts in Grade}}{\textit{Fall Enrollment in Grade + Non-Returns from Previous Grade}}$$

Total Dropouts in Grade includes the Non-Returns from the previous grade. Included in the Non-Return count *for the twelfth grade* were those students who failed to "complete" the twelfth grade in the prior school year and failed to return to twelfth grade during the dropout count school year, as well as those eleventh graders who completed eleventh grade in the prior school year and failed to return to the twelfth grade during the dropout count school year.

Results

Grades 9-12

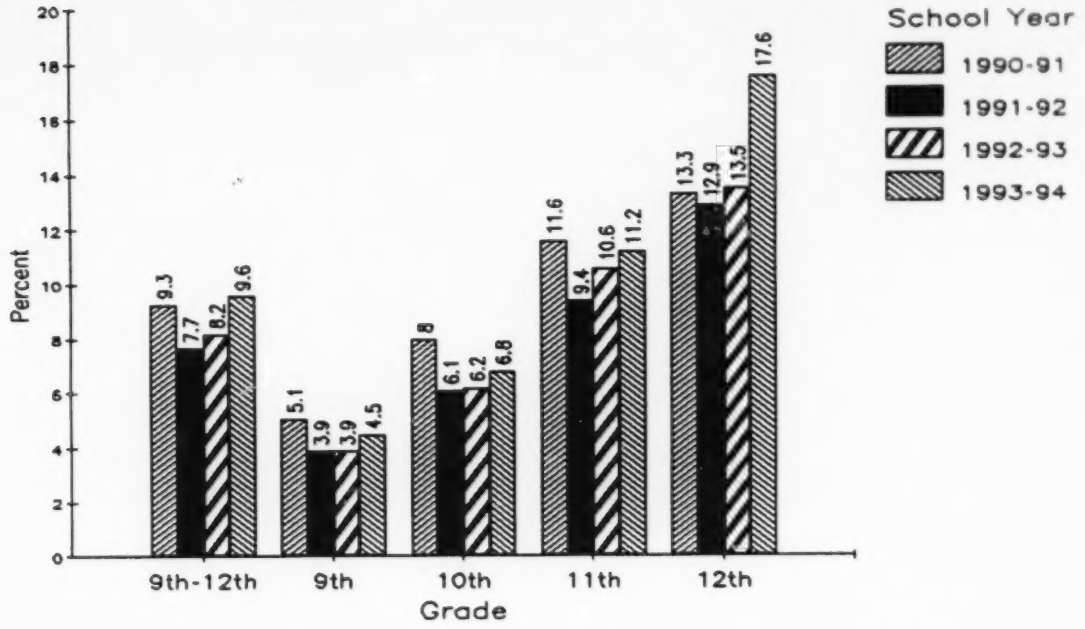
In School Year 1993-94, 5950 students in grades 9-12 dropped out of school in Nevada, resulting in an overall dropout rate of 9.6 percent. Compared to last year's figures, these numbers reflect a 1.4 percent increase in the state's dropout rate and 1,153 more total dropouts. Although Nevada's grade 9-12 student population has grown by 5.7 percent in the year, the total dropout figure for the year reflects a 24 percent increase.

Of these students, 773 were from grade 9, 1099 were from grade 10, 1694 were from grade 11, and 2384 were from grade 12. The figures for the individual grade-levels resulted in dropout rates of 4.5 percent for ninth, 6.8 percent for tenth, 11.2 percent for eleventh, and 17.6 percent for twelfth grades. Each of these figures is higher than corresponding figures recorded for the previous year (1992-93). *Figure 1* illustrates the comparisons between current dropout rates with figures for three previous years.

More males (3127) than females (2823) dropped out of grades 9-12 in Nevada's schools during the 1993-94 school year. Males account for 52.6 percent of the total dropouts in Nevada during this time frame. However, the majority of enrollments in Nevada were male, with males representing 51.4 percent of the grade 9-12 enrollment. Males comprised 46.4 percent of ninth grade dropouts, 49.6 percent of tenth grade dropouts, 51.2 percent of eleventh grade dropouts, and 56.8 percent of twelfth grade dropouts.

Dropout rates provide a better indicator of male and female dropouts than percentage of total dropouts since male enrollment was greater at each grade level. The overall dropout rate for males was 9.8 percent, with dropout

FIGURE 1
Nevada Dropout Rates by Grade
Comparison of School Years
1990-91 Through 1993-94



rates beginning at approximately 4.0 percent in ninth grade and rising rapidly to 19.2 percent in twelfth grade. The pattern for females is similar. The dropout rate for females was 9.3 percent overall, rising rapidly from 5.0 percent in ninth grade to 15.8 percent in twelfth. Male and female dropout rates are illustrated in *Figure 2*. Most of the overall differences between the sexes is accounted for by the much higher dropout rates among males in the twelfth grade. Indeed, the dropout rates for males were much lower in grades nine and ten and were relatively the same as for females in grade eleven.

Among the ethnic groups, Asian/Pacific Islanders had the lowest dropout rate at 7.9 percent, and Hispanics had the highest dropout rate at 15.7 percent. Of the other ethnic groups, dropout rates were 8.1 percent for Whites, 12.0 percent for Blacks, and 13.8 percent for American Indians/Alaskan Natives. Dropout rates for each category were increased from those from the 1992-93 school year, especially for American Indian/Alaskan Native.. The comparisons of dropout rates for the last four years are illustrated in *Figure 3*.

More detailed information on grade, sex, and ethnicity for each Nevada school district (except Esmeralda, which has grades K-8 only) is provided in *Tables 4 and 5* in the *Appendix*.

FIGURE 2
Nevada Dropout Report
Comparison of Males and Females
School Year 1993-94

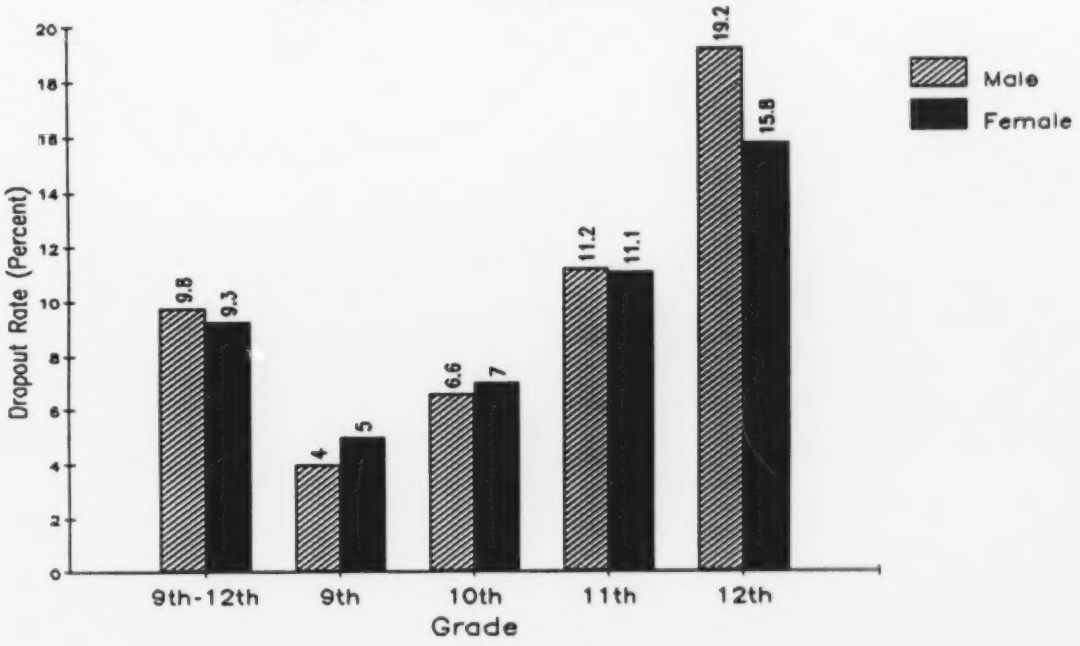
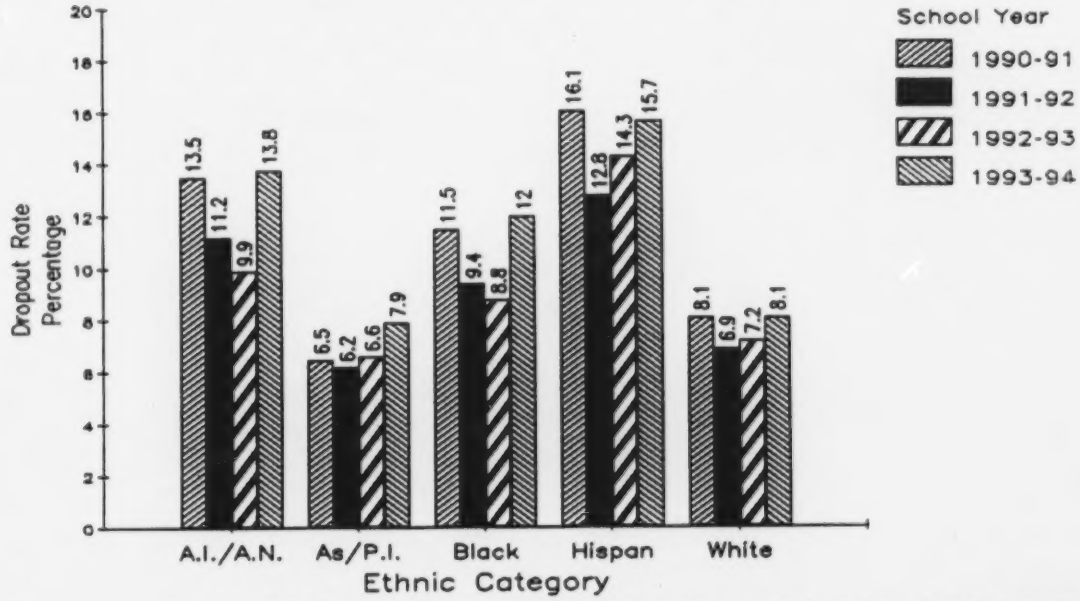


FIGURE 3
Nevada Dropout Report
Comparison of Ethnic Groups
School Years 1990-91 Through 1993-94



A.I./A.N = American Indian/Alaskan Native; As/P.I. = Asian/Pacific Islander

Finally, 697 of the 5950 dropouts (11.7 percent) in grades 9-12 were receiving special education services based on having an IEP at the time of withdrawal from school. Of the dropouts receiving special education services, 74 were from ninth grade, 141 were from tenth grade, 204 were from eleventh grade, and 278 were from twelfth grade. The percentage of dropouts receiving special education services in each grade is illustrated in *Figure 4*.

Categories of Dropouts

Nearly half of the dropouts statewide fell into the broad category: "Withdrawal by Pupil, Parent, or Guardian" (2944 individuals). "Non-Returns" and "Absence of 10 Consecutive Days: Whereabouts Unknown" accounted for 1497 and 685 individuals, respectively. As in previous years of this report, except for last year's report, dropouts falling in the "Withdrawal at the Request of School" category decreased from 845 individuals for the prior year to 742 individuals in the 1993-94 school year. Eighty-two individuals dropped out due to "Incarceration." The percentages of the total number of dropouts in each of the five major categories for the 1992-93 school year are illustrated in *Figure 5*.

Males were over four times more likely to withdraw from school due to "Incarceration" than females, although the percentages of the number of

FIGURE 4
Percentage of Dropouts Receiving Special Education Services
School Years 1991-92 to 1993-94

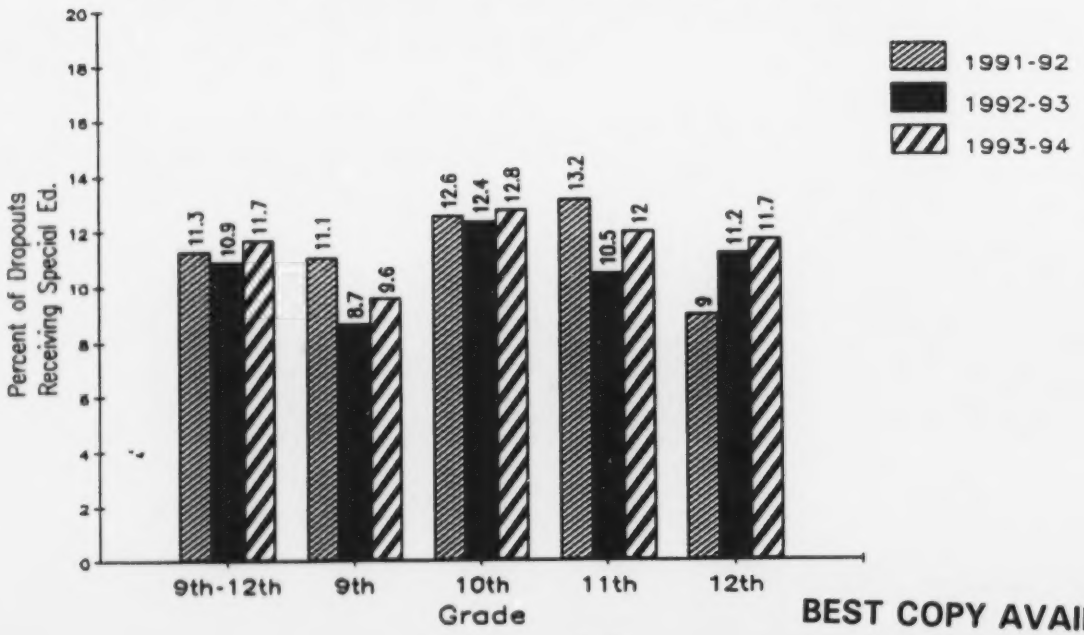


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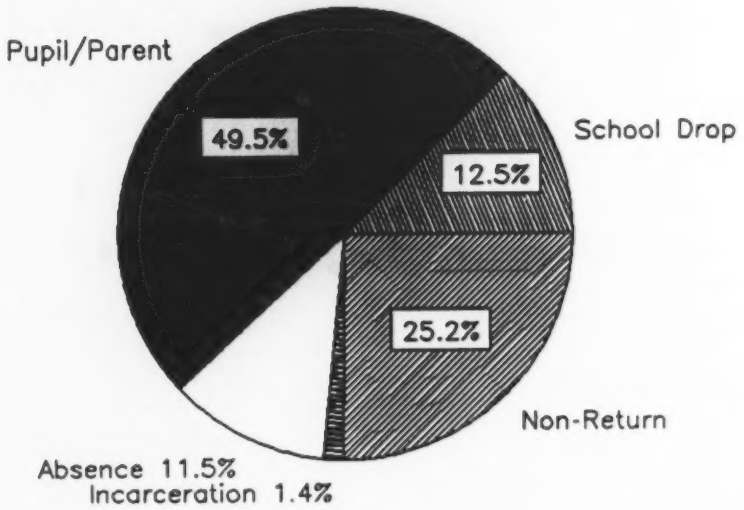
FIGURE 5
Nevada Dropout Report
Major Categories of Dropouts
Percent of Total Dropouts



dropouts of each sex are extremely small (2.1 percent of Males and less than 0.6 percent of Females). Among the various ethnic groups, Blacks and American Indians/Alaskan Natives were more likely to withdraw from school due to "Incarceration," but again, the percentages for the number of incarcerated dropouts are fairly small (3.9 percent of Black dropouts and 2 percent of American Indian/Alaskan Native dropouts; all other groups near one percent).

Over the years of conducting dropout research in Nevada, there has been no stable pattern in categories of students withdrawn *by the schools* themselves. For example, in the 1992-93 study, there was virtually no difference between the percentages of male and female dropouts that were withdrawn by the schools. In the present 1993-94 study, males were somewhat more likely to be withdrawn by the schools (409 individuals, 13.1 percent of male dropouts) than females (333 individuals, 11.8 percent of female dropouts).

The ethnic group results really illustrate the lack of stable patterns in categories of students withdrawn *by the schools*. Among the dropouts in each ethnic group in 1990-91, American Indians/Alaskan Natives were less likely to be withdrawn by the school, and Asians/Pacific Islanders and Blacks were more likely to be withdrawn by the school. In 1991-92, Asians/Pacific Islanders were less likely to be withdrawn by the school, and Blacks were more likely to be

withdrawn by the school. In 1992-93, American Indians/Alaskan Natives and Asians/Pacific Islanders were more likely to be withdrawn by the school, and Hispanics were least likely to be withdrawn from school. In the present study for 1993-94, Blacks (145, 21.1 percent of Black dropouts) were more likely to be withdrawn by schools, followed by American Indians/Alaskan Natives (21, 13.8 percent of their dropouts), Whites (429, 11.8 percent of White dropouts), Hispanics (145, 11.4 percent of Hispanic dropouts), and Asian/Pacific Islanders (16, 6.8 percent of their dropouts).

Among other major categories, there were not large differences between ethnic groups. In the category "Absence of 10 Consecutive Days: Whereabouts Unknown," the ethnic groups ranged from 9.6 percent to 13.3 percent of a group's dropouts who simply stopped attending school *during the school year*. Among "Non-Returns," the ethnic groups ranged from 24 percent to 27.5 percent of a group's dropouts who failed to *return to school following summer vacation*. One exception here were American Indians/Alaskan Natives for whom 19.1 percent of their dropouts were "Non-Returns." The differences between the sexes were even smaller, with 11.5 percent of male dropouts and 11.4 percent of female dropouts simply stopping attending school during the school year and 24.6 percent of male dropouts and 25.7 percent of female dropouts failing to return to school following summer vacation.

Unfortunately, as has been the case in previous reports, the subcategories under "Withdrawal by Pupil, Parent, or Guardian" are not very informative about reasons for dropping out of school since nearly 84 percent of these students fell either into the "No Request for Transcript" or "Other Reason" subcategories. No other subcategory accounted for much more than 5.5 percent of the dropouts in this major category. Females were more likely than males to fall into the subcategories of "Pregnancy" and "Marriage," and males were more likely to fall into the "Failure in Two or More Classes," "Employment," and "Juvenile Authorization" subcategories. However, again, the numbers and percentages of each sex (or each ethnic group) withdrawn either by themselves or by their parents/guardians represented in these subcategories were small.

Dropouts in the School Districts

Table 2 provides the dropout count and dropout rate at each grade level for each district, as well as overall figures for grades 9-12. Recall that dropout rates include membership adjustments for "Non-Return" students in their calculation, and therefore will not equal a simple dividing of the number of dropouts by the number of enrollments provided in *Table 2*.

A review of *Table 2* reveals considerable variability in overall dropout rates throughout the state, ranging from 0.7 percent 11.9 percent. Only four of the 16 districts with grades 9-12 have dropout rates above the overall state rate, but one of these districts is the largest in the state. Four districts showed

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Table 2
Dropout Rates by Grade and School District

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Nevada	Enrolled	60727	17014	16065	14899	12749
	Dropouts	5950	773	1099	1694	2384
	Rate	9.6%	4.5%	6.8%	11.2%	17.6%
	(Prev.Yr)	*(8.2%)*				
Carson City	Enrolled	1930	489	554	484	403
	Dropouts	127	11	34	36	46
	Rate	6.5%	2.2%	6.1%	7.4%	10.8%
	(Prev.Yr)	*(5.5%)*				
Churchill	Enrolled	1084	289	278	279	238
	Dropouts	121	19	24	36	42
	Rate	10.9%	6.5%	8.5%	12.6%	17.0%
	(Prev.Yr)	*(6.7%)*				
Clark	Enrolled	37180	10405	9787	9052	7936
	Dropouts	4163	498	748	1169	1748
	Rate	10.9%	4.7%	7.5%	12.6%	20.4%
	(Prev.Yr)	*(9.6%)*				
Douglas*	Enrolled	1817	498	498	452	369
	Dropouts	77	4	15	21	37
	Rate	4.2%	0.8%	3.0%	4.6%	10.0%
	(Prev.Yr)	*(4.6%)*				
Elko	Enrolled	2196	637	583	556	420
	Dropouts	154	32	35	36	51
	Rate	6.9%	5.0%	6.0%	6.4%	11.7%
	(Prev.Yr)	*(6.0%)*				
Esmeralda	**					
Eureka	Enrolled	89	26	18	17	28
	Dropouts	2	0	1	1	0
	Rate	2.2%	0.0%	5.3%	5.9%	0.0%
	(Prev.Yr)	*(2.2%)*				
Humboldt	Enrolled	899	272	233	210	184
	Dropouts	56	11	15	12	18
	Rate	6.2%	4.0%	6.4%	5.7%	9.8%
	(Prev.Yr)	*(4.3%)*				
Lander	Enrolled	428	131	123	99	75
	Dropouts	49	12	14	11	12
	Rate	11.1%	9.0%	11.4%	10.8%	14.8%
	(Prev.Yr)	*(6.9%)*				

Table 2
Dropout Rates by Grade and School District

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Lincoln***	Enrolled	415	102	105	126	82
	Dropouts	3	2	0	1	0
	Rate	0.7%	2.0%	0.0%	0.8%	0.0%
	(Prev.Yr)	*(0.2%)*				
Lyon	Enrolled	1283	378	350	330	225
	Dropouts	107	12	13	40	42
	Rate	8.3%	3.2%	3.7%	12.1%	18.7%
	(Prev.Yr)	*(8.7%)*				
Mineral	Enrolled	317	89	82	74	72
	Dropouts	13	2	1	4	6
	Rate	4.1%	2.2%	1.2%	5.4%	8.3%
	(Prev.Yr)	*(8.8%)*				
Nye	Enrolled	1136	346	315	279	196
	Dropouts	50	8	18	13	11
	Rate	4.4%	2.3%	5.7%	4.7%	5.6%
	(Prev.Yr)	*(3.9%)*				
Pershing	Enrolled	210	62	55	46	47
	Dropouts	8	3	1	3	1
	Rate	3.8%	4.8%	1.8%	6.4%	2.1%
	(Prev.Yr)	*(3.2%)*				
Storey	Enrolled	144	38	39	35	32
	Dropouts	19	5	6	6	2
	Rate	11.9%	11.6%	14.3%	14.6%	5.9%
	(Prev.Yr)	*(8.3%)*				
Washoe	Enrolled	11115	3098	2930	2733	2354
	Dropouts	979	149	166	301	363
	Rate	8.6%	4.7%	5.6%	10.8%	14.8%
	(Prev.Yr)	*(6.6%)*				
White Pine	Enrolled	484	154	115	127	88
	Dropouts	22	5	8	4	5
	Rate	4.5%	3.2%	7.0%	3.1%	5.5%
	(Prev.Yr)	*(5.9%)*				

* Does not include China Springs Youth Center.
**Esmeralda County School District does not provide instruction in grades 9-12.
***Does not include C.O.Bastian/Caliente Youth Center.

a lower dropout rate than in the 1992-93 school year (Douglas, Lyon, Mineral, and White Pine) and the dropout rate in Eureka County School District remained the same as the previous year.

A more in-depth analysis of patterns of dropping out of school in individual districts within the state is beyond the scope and intent of the present study. The data in *Table 2* warrant careful attention. However, the reader is cautioned about drawing easy conclusions, especially in the very small enrollment districts where a handful of dropouts can swing the rates much higher or much lower. Further, the present report does not review dropout data from individual high schools.

Grades Seven and Eight

Eight hundred sixty eight individuals were recorded as dropouts in grades seven and eight, with 444 dropouts counted for grade seven and 424 for grade eight. The corresponding dropout rate overall, and in each grade, is 2.4 percent.

Like the high school grades, male dropouts were a majority, with males comprising 50.9 percent of seventh and eight grade dropouts. Males, however, comprise 51 percent of enrollments in grades seven and eight, and both male and females had dropout rates of 2.4 percent in grades seven and eight. There were 442 males and 426 females counted as dropouts from grades seven and eight.

Much like the high school results, dropout rates for Hispanics in grades seven and eight was higher than for the other ethnic groups. Combined seventh and eight grade rates among the various ethnic groups were: American Indian/Alaskan Native - 2.7 percent; Asian/Pacific Islander - 2.2 percent; Black - 2.3 percent; Hispanic - 4.5 percent; and White - 2.0 percent. Ninteen American Indian/Alaskan Natives, 33 Asian/Pacific Islanders, 78 Blacks, 214 Hispanics, and 524 Whites were recorded as dropouts in grades seven and eight.

Among the seventh and eighth grade dropouts, 44.2 percent were withdrawn by the parent or student, 41.2 percent failed to return from summer to school in the fall, 10.4 percent were absent for 10 or more days with whereabouts unknown, 2.3 percent were incarcerated, and 1.8 percent were withdrawn by the school.

A number of findings here are consistent with the cautionary statement in the introductory section that a substantial number of these seventh and eight grade "dropouts" could actually be enrolled in a school in another locale, but, at this level, no request for transcripts were made by the receiving school. Among the seventh and eighth grade dropouts in the category of withdrawal by parent

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or student, 97.1 percent fall into the "No Transcript Requested" subcategory, compared to 62.8 percent among high school dropouts. Among all dropouts recorded for the seventh and eight grade, 94.6 percent fell into the categories of "No Transcript Requested," "Absent for 10 or more days whereabouts unknown," and "Non-Returns," compared to 67.7 percent of high school dropouts. *Thus, one should be considerably skeptical about the findings and rates reported here for seventh and eighth grade dropouts.*

Interrupted Progress

Among the categories of withdrawal other than those classified as dropping out of school, students whose educational progress is interrupted during the school year are of greatest interest to the present study since many of these students may be at a greater risk for eventually dropping out of school. Interrupted progress codes are used for students who withdraw from the school program before the completion of the school year, but re-enroll in the same grade at the beginning of the next school year. Since students were nearly twice as likely as a population to have their progress interrupted during the high school years (1208 individuals or 2.0 percent of high school students), the discussion will focus on grades 9-12.

In grades 9-12, males (651) and females (557) did not differ appreciably in likelihood of having their educational progress interrupted (2.1 percent of male enrollment and 1.9 percent of female enrollment). Like the numbers and percentages for males and females, the breakdown of numbers for ethnic groups reveals small percentages of the total ethnic student populations had their progress interrupted during the school year. However, American Indian/Alaskan Natives, Asians/Pacific Islanders, and Whites appear least likely to experience interrupted educational progress, and Blacks and Hispancis appear most likely to have their progress interrupted. The figures appear in *Table 3*.

Table 3
Interrupted Progress Counts and Percentages of Each Ethnic Group's Student Population

Ethnicity	*Number of Students*	*% of Ethnic Population*
American Indian/Alaskan Native	19	1.8%
Asian/Pacific Islander	56	1.9%
Black	251	4.5%
Hispanic	247	3.2%
White	635	1.5%

Discussion

For the second year in a row, dropout numbers and rates increased in the state and in 11 of the 16 districts with grades 9-12. The 24 percent increase from last year in the number of dropouts is extremely disappointing. Like last year, the findings here mirrors difficulties recognized across the country. Although the numbers of students withdrawn by schools decreased from last year, the numbers are well over previous numbers reported in earlier years and may reflect the growing concern regarding school violence. Also, increases in Nevada students' at-risk behaviors, including drug use (Soule & Fitzgerald, 1994), are likely to coincide with factors related to dropping out of school, such as poor attendance, low educational aspirations, and low levels of involvement in school activities.

The principle factors that must be addressed by in-school programs are those impacting student achievement in our schools. In providing programs to address the problem, it is important to extend programs beyond the secondary level. The notion that at-risk students' academic achievement problems expand as they continue to move up the grade-levels is mitigated by findings in Nevada studies of highly disparate student achievement scores between low socioeconomic status students (and limited English-speaking groups) and other students as early as the second grade (Snow, 1993), the third grade (Smith, 1995), and second, third, and fourth grades (Pollard & Snow, 1995). Such results suggest that greater attention should be directed toward increasing school readiness among targeted groups of pre-kindergarten age children. Such readiness programs should be followed by continuing academic and personal support for these individuals throughout their school-age years.

Given the increases in dropout rates and the in-migration of youths who have dropped out of school outside of Nevada, effective methods of retrieving school dropouts into educational programs also must be addressed. Pre-school readiness programs, in-school programs, various graduation programs, and dropout retrieval are being considered currently by the dropout subcommittee of the Nevada 2000 project that recommends programs and sets goals for future education efforts in Nevada.

The rapidly changing student population in the fastest growing state in the nation will require a continuously greater expenditure of effort and resources in order to assure that students successfully participate in the educational opportunities available in Nevada.

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Notes and Acknowledgements

This report was made possible, in large part, by the effort and dedication of the many registrars, counselors, and other school personnel who submitted data from every school in Nevada that contains any of grades 7-12.

For more detailed data on student withdrawals in Nevada for School Year 1993-94, contact:

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Appendix

Additional Dropout Tables

Table 4: **Dropout Rates by Ethnic Category**

Table 5: **Percentages of Male and Female Dropouts**

Table 4
Dropout Rates by Ethnic Category

School District		9TH-12TH GRADE TOTAL				
		AI/AN	*AS/PI*	*HISPAN*	*BLACK*	*WHITE*
Nevada	Enrolled	1073	2915	7771	5556	43412
	Dropouts	152	236	1269	688	3605
	Rate	13.8%	7.9%	15.7%	12.0%	8.1%
Carson City	Enrolled	73	51	172	23	1611
	Dropouts	6	1	37	1	82
	Rate	8.1%	2.0%	21.0%	4.2%	5.0%
Churchill	Enrolled	67	57	62	11	887
	Dropouts	12	6	10	2	91
	Rate	16.9%	10.0%	15.2%	18.2%	10.1%
Clark	Enrolled	279	2099	5237	5112	24453
	Dropouts	63	184	851	644	2421
	Rate	21.5%	8.5%	15.6%	12.2%	9.6%
Douglas	Enrolled	60	14	128	11	1604
	Dropouts	2	0	4	0	71
	Rate	3.3%	0.0%	3.1%	0.0%	4.4%
Elko	Enrolled	137	18	253	6	1782
	Dropouts	8	1	31	0	114
	Rate	5.8%	5.6%	12.1%	0.0%	6.3%
Esmeralda	*					
Eureka	Enrolled	13	1	4	0	71
	Dropouts	0	0	1	--	1
	Rate	0.0%	0.0%	20.0%	--	1.4%
Humboldt	Enrolled	38	4	147	5	705
	Dropouts	5	0	23	0	28
	Rate	13.2%	0.0%	15.4%	0.0%	4.0%
Lander	Enrolled	13	0	78	1	336
	Dropouts	8	--	13	0	28
	Rate	57.1%	--	16.0%	0.0%	8.1%
Lincoln**	Enrolled	8	2	25	26	354
	Dropouts	0	0	0	0	3
	Rate	0.0%	0.0%	0.0%	0.0%	0.8%
Lyon	Enrolled	78	21	101	2	1081
	Dropouts	5	1	17	0	84
	Rate	6.4%	4.8%	16.3%	0.0%	7.7%

(CONT.)

Table 4
Dropout Rates by Ethnic Category

School District		9TH-12TH GRADE TOTAL				
		AI/AN	*AS/PI*	*HISPAN*	*BLACK*	*WHITE*
Mineral	Enrolled	21	12	29	23	232
	Dropouts	0	0	2	0	11
	Rate	0.0%	0.0%	6.9%	0.0%	4.7%
Nye	Enrolled	31	20	107	11	967
	Dropouts	2	0	7	0	41
	Rate	6.5%	0.0%	6.5%	0.0%	4.2%
Pershing	Enrolled	15	1	41	0	153
	Dropouts	3	0	1	--	4
	Rate	20.0%	0.0%	2.4%	--	2.6%
Storey	Enrolled	5	3	3	2	131
	Dropouts	0	0	3	0	16
	Rate	0.0%	0.0%	60.0%	0.0%	11.0%
Washoe	Enrolled	218	604	1331	323	8639
	Dropouts	35	43	267	41	593
	Rate	15.5%	7.0%	19.0%	12.2%	6.7%
White Pine	Enrolled	17	8	53	0	406
	Dropouts	3	0	2	--	17
	Rate	16.7%	0.0%	3.8%	--	4.1%

*Esmeralda County School District does not provide instruction in grades 9-12.
**Does not include C.O. Bastian/Caliente Youth Center.

AI/AN = American Indians/Alaskan Natives
AS/PI = Asians/Pacific Islanders

Table 5
Percentages of Male and Female Dropouts

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Nevada	Dropouts	5950	773	1099	1694	2384
	Male	52.6%	46.4%	49.6%	51.2%	56.8%
	Female	47.4%	53.6%	50.4%	48.8%	43.2%
Carson City	Dropouts	127	11	34	36	46
	Male	54.3%	36.4%	61.8%	55.6%	52.2%
	Female	45.7%	63.6%	38.2%	44.4%	47.8%
Churchill	Dropouts	121	19	24	36	42
	Male	48.8%	42.1%	53.3%	47.2%	47.6%
	Female	51.2%	57.9%	41.7%	52.8%	52.4%
Clark	Dropouts	4163	498	748	1169	1748
	Male	52.9%	47.4%	48.1%	52.0%	57.2%
	Female	47.1%	52.6%	51.9%	48.0%	42.8%
Douglas*	Dropouts	77	4	15	21	37
	Male	58.4%	50.0%	46.7%	42.9%	70.3%
	Female	41.6%	50.0%	53.3%	57.1%	29.7%
Elko	Dropouts	154	32	35	36	51
	Male	46.8%	46.9%	48.6%	47.2%	45.1%
	Female	53.2%	53.1%	51.4%	52.8%	54.9%
Esmeralda	**					
Eureka	Dropouts	2	0	1	1	0
	Male	50.0%	--	0.0%	100.0%	--
	Female	50.0%	--	100.0%	0.0%	--
Humboldt	Dropouts	56	11	15	12	18
	Male	50.0%	45.5%	53.3%	33.3%	61.1%
	Female	50.0%	54.5%	46.7%	66.7%	38.9%
Lander	Dropouts	49	12	14	11	12
	Male	44.9%	33.3%	42.9%	27.3%	75.0%
	Female	55.1%	66.7%	57.1%	72.7%	25.0%
Lincoln***	Dropouts	3	2	0	1	0
	Male	33.3%	50.0%	--	0.0%	--
	Female	66.7%	50.0%	--	100.0%	--
Lyon	Dropouts	107	12	13	40	42
	Male	51.4%	50.0%	23.1%	55.0%	57.1%
	Female	48.6%	50.0%	76.9%	45.0%	42.9%

(CONT.)

Table 5
Percentages of Male and Female Dropouts

School District		*9th-12th Totals*	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
Mineral	Dropouts	13	2	1	4	6
	Male	46.2%	50.0%	0.0%	25.0%	66.7%
	Female	53.8%	50.0%	100.0%	75.0%	33.3%
Nye	Dropouts	50	8	18	13	11
	Male	52.0%	87.5%	44.4%	38.5%	54.5%
	Female	48.0%	12.5%	55.6%	61.5%	45.5%
Pershing	Dropouts	8	3	1	3	1
	Male	62.5%	33.3%	100.0%	33.3%	100.0%
	Female	37.5%	66.7%	0.0%	66.7%	0.0%
Storey	Dropouts	19	5	6	6	2
	Male	68.4%	60.0%	83.3%	66.7%	50.0%
	Female	31.6%	40.0%	16.7%	33.3%	50.0%
Washoe	Dropouts	979	149	166	301	363
	Male	52.0%	43.0%	55.4%	50.5%	55.9%
	Female	48.0%	57.0%	44.6%	49.5%	44.1%
White Pine	Dropouts	22	5	8	4	5
	Male	54.5%	40.0%	37.5%	100.0%	60.0%
	Female	45.5%	60.0%	62.5%	0.0%	40.0%

*Does not include China Springs Youth Center.
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